

Exhibit 5



Post

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The Department of Education has granted more than \$200 million to 21 "comprehensive centers" that push left-wing ideologies in local districts. They believe America's schools are systems of "institutionalized privilege" and that there are too many "White students" in STEM.



Designing for Diversity Part 1 Where is Equity and Inclusion in Curriculum Design?

The National Comprehensive Center

The National Comprehensive Center (NC) is one of 20 technical assistance centers supported under the U.S. Department of Education's Comprehensive Centers program from 2019 to 2024. The NC focuses on helping the 19 Regional Comprehensive Centers and state, regional, and local education agencies throughout the country to meet the daunting challenge of improving student performance with equitable resources.

achers work to modify and adapt curriculum materials to their students, retrospective tations or edits to standardized materials may not fully reframe the curriculum to owledge the complexity of diversity, equity, and inclusivity, and instead maintain assumptions ll students are essentially the same (e.g., Santibáñez and Fagioli, 2016). Such assumptions of ity may result in the proliferation of social and racial inequities (McLaren, 1999; Willis, 1977) socialize students with implicit, inaccurate messages and expectations that portray race, class, i order, and roles as separate from equity and inclusion in classroom learning environments ux and Penna, 1983; Wren, 1999; Gatto, 2002; Apple, 2018). For example, adaptations to STEM+CS curriculum materials that highlight White male figures in STEM+CS fields implicitly teach STEM+CS does not include people of color or women. Furthermore, retrofitted curriculum trials often tack on activities or teaching practices that are deemed equitable without proper tch into the social and learning context and/or student needs and strengths. Because such ities and practices tend to be disjointed from the design elements of the curriculum, they are omitted from instruction. As Hinchcock et al. (2002, p. 8) noted, "Even when publishers lity include techniques for diverse learners, the writers seem to consider those diverse

Where is Equity and Inclusion in Curriculum Design?

ks inequities by minimizing the presence of marginalized groups and maintaining existing es and beliefs to take the pressure off of the need for change (Ahmed, 2007). For example, simply ifying the number of different racial groups represented in a school may falsely convey that viduals from historically marginalized groups are meaningfully included in the practices of the ol. Understanding diversity requires understanding how different groups within different texts experience the educational system. For example, schools with higher proportions of ents of color are less likely to provide advanced STEM+CS courses, and in schools where they offered, the courses are disproportionately populated with White students (Sawchuk, 2018). ponsing to diversity includes (a) acknowledging the presence of individuals and/or groups that ot have social power, prestige, or institutionalized privilege; (b) developing an understanding eir marginalization; and (c) actively working towards creating equitable and inclusive nances and opportunities for them.

Design Guideline 6: Cultural Sensitivity

d include diverse experiences and perspectives. Learning experiences should eotypes related to gender, race, ethnicity, socioeconomic status, religion, or

nition to issues such as gender, race, socioeconomic status, geography, and o

contexts that are inclusive and not marginalizing to particular groups

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